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ABSTRACT

This document presents the Public/Private Partnership Programs, a school-community project developed in 1981 by the District of Columbia public schools and the private sector community to provide career-focused high school programs. The project was designed to motivate and support young people to stay in school, graduate from high school, and become responsible citizens. A summary of the project notes that the focus is on career-fields in which labor studies indicate high employment opportunities will be available, and that the project combines specialized academic curriculum with practical hands-on epxeriences and work opportunities. The major roles of businesses are listed and benefits of the partnership are given. Separate pages describe each of the programs available through the partnership, including: (1) Career Enrichment Program; (2) Business and Finance; (3) Pre-Engineering; (4) Health Careers; (5) International Studies; (6) Hospitality Careers; (7) Culinary Arts; (8) Building Trades; and (9) Communications. (NB)

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PUBLIC/PRIVATE PARTNERSHIP PROGRAMS

CG 019784

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

District of Columbia Public Schools

It's about . . .
. . . creating a school-community bond

Since 1981, the District of Columbia Public Schools and the Private Sector Community have been actively engaged in an effective education model to deliver career-focused high school programs. The programs combine a rigorous and specialized academic curriculum with practical work experiences that emphasize specific career areas. These programs offer student internship and teacher externship experiences in Health Profession Careers, Communications, International Studies, Business and Finance, Pre-Engineering, Culinary Arts, and Hospitality. Special partnerships include the Building Trades and the Career Enrichment Program. These programs motivate young people to stay in school and examine career fields that hold promise for future employment opportunities.

A strong bond between the school and the community evolves out of the growth and development of these high motivational programs. Universities, foundations, professional associations, small to large and multi-national corporations, local and federal agencies, the Greater Washington Board of Trade and the Home Builders Institute, are among the many partners that support the programs.

. . . working in the partnership

The partnership program provides an opportunity for the business community to share in redefining and expanding what is taught in the schools to ensure that the needs of the work place are met. The program is guided by a Private Sector Steering Committee and local advisory committees at each site.

The major role of businesses includes

- Advocating the program in the community, within their industries, and among colleges and universities
- Planning the program design, teaching special courses and curriculum development, providing seminars, or conducting field trip experiences, and assessing the long range benefits of the program
- Identifying and supervising students in paid internships
- Promoting an active network among employees in the industry and teachers
- Training teachers, counselors, and administrators to apply real-work circumstances to classroom experiences
- Monitoring the programs' progress and student achievement by serving on the local program advisory committee.

Career Enrichment Program

The mission of the Career Enrichment Program is to empower young people to make positive choices for their lives and to graduate from high school. Upper Elementary and Junior High School students participate in innovative, motivational activities and enrichment experiences in the areas of career awareness, personal management, positive self esteem building, academic and social support.

The program ensures students an opportunity to explore a broad range of career options and opportunities. Students increase their academic achievement, improve school attendance, demonstrate self-confidence and high self esteem, and exhibit effective problem solving and critical thinking skills. Career Enrichment students apply life skills gained through motivational goal setting and improvisational theatre activities. These students are prepared to choose and compete successfully for space in the Public Private Partnership Career Focused High School Programs.

Parents, Corporate Executives, Social Service Agencies, Community Organizations and University Officials provide support to the Program and a strong network to ensure student success.

Business and Finance

Woodson High School

The Woodson High School of Business and Finance prepares students for careers in business, finance, and management. The major sponsors are

The 27 member institutions of the Greater Washington Financial Institutions Association, Blue Cross and Blue Shield of D.C. Other supporting partners include AT&T Information Systems, Blue Cross and Blue Shield, D.C. Life Underwriters Association, Howard University's School of Business and Public Administration.

The program provides a rigorous college preparatory course for students, which will serve as a foundation for further study and future employment opportunities in the fields of banking, finance, management, accounting, and marketing. Emphasis is placed on developing students' written and oral communication skills, leadership and intellectual skills, and knowledge of computers and economics.

Students are introduced to the field through a variety of experiences which include internships, field trips, special lectures and workshops conducted by industry personnel. These experiences create a unique opportunity for student interaction with successful business leaders. The program provides excellent preparation for college, professional, and technical school, and the world of work.

Pre-Engineering

Dunbar High School

The Dunbar High School Pre-Engineering Program prepares students for careers in engineering, technology, and applied science. Private partners in this program include

General Motors, General Motors Engineering and Management Institute, Howard University, International Business Machines, District of Columbia Metropolitan Consortium for Minorities in Engineering, National Aeronautics and Space Administration—Goddard Space Flight Center, National Oceanic and Atmospheric Administration/National Ocean Service, National Technical Association, Potomac Electric Power Company, the U.S. Government Printing Office, U.S. Navy Yard, University of the District of Columbia, Control Data.

The program provides hands-on experience for high-ability level students in Grades 9-12. The academic curriculum focuses on intensive study in the following areas: advanced mathematics, laboratory sciences, drafting, graphics, foreign languages, computer languages, technology, and engineering. Students become familiar with careers in the areas of engineering, technology, applied science, aerospace, and marine science.

Students are introduced to the world of work in the engineering field through summer or senior year internships. They are also provided with an opportunity to compete in a college setting while still in high school.

Health Careers

Eastern High School/M. M. Washington Career Center

The Eastern High School/M.M. Washington Health Careers Program prepares students for medical, technical, or business health careers. Private partners in this program include

George Washington University School of Medicine and Health Sciences, Howard University College of Allied Health, Capitol Hill Hospital, D.C. General Hospital, Medlantic Health Care Group, Greater Southeast Community Hospital, East of the River Health Association, Georgetown University School of Medicine.

The program provides students with opportunities for interaction through internships in the city's medical and professional health care community. Students learn about career options that are in demand today and likely to remain so in the future. The rigorous, college-preparatory course of study includes advanced science and mathematics as well as specific courses in health careers.

Students are introduced to health care careers and the world of work not only through internships, but also through field trips, seminars, guest lecturers, and community involvement in health care at several major medical centers.

International Studies

Wilson High School

The Wilson International Studies Program prepares students for advanced studies and careers in international affairs. Private partners involved this program include

The Meridian House, Johns Hopkins School of Advanced International Study, Howard University School of International Affairs, Georgetown University Inter-Cultural Center, U.S. *Peace Corps,* AFRICARE, *World Affairs Council, African Development Foundation, Westinghouse.*

The program offers intensive training in cross-cultural communications, social studies, and foreign languages. Through an interdisciplinary approach, the program makes students aware of the global impact of events and existing world-wide dependencies.

Students broaden their international horizons, becoming more sensitive to other cultures through internships served with international organizations. Foreign study and family home study are integral parts of the program, preparing students to meet the challenges of further study and future careers in international affairs.

Hospitality Careers

Roosevelt High School/Burdick Career Center

The Roosevelt/ Burdick Hospitality Program, a rigorous academic program, prepares students for Advanced Post Secondary Studies and careers in hospitality. This includes hotel management, and food and beverage management. The primary private partners in this program include

Coakley and Williams Inc., the Hotel Association of Washington and member hotels, Northern Virginia Community College, Center for Hotel/ Motel Management Education at Howard University, D.C. Committee to Promote Washington, Travel and Tourism Program at George Washington University.

The three-year College Preparatory and career focused program begins with a one-year introductory course. Other courses offered include specialized areas such as marketing and sales, front office procedures, convention management, executive housekeeping, accounting, security, and food and beverage management. A planned curriculum includes courses critical to this career such as foreign language, and advanced math and science.

Students receive hands-on experience through participation in conferences, industry shows, and seminars; during the summer months, students serve in internships with local industry partners.

Culinary Arts

Burdick Career Development Center

The Burdick Career Development Center Culinary Arts Program is a one-year program designed for high school graduates interested in a professional cooking career. Private partners in this program include

The Culinary Institute of America, the Hotel Association of Washington, D.C. and member hotels, the Restaurant Association of Metropolitan Washington, Inc. and its members, the D.C. Private Industry Council, Inc., 70,001 Ltd.

The program focuses on culinary skills training with hands-on experiences, and on-the-job training. Prerequisites for admission to the program include good reading comprehension, mathematics skills, the ability to follow directions, and a firm desire to become a professional cook. Students are then qualified for employment as cook apprentices in commercial kitchens in hotels, restaurants, corporate facilities, and hospitals.

Building Trades

Far Southeast Career Development Center

The Cooperative Employer Education Program (CEEP) is a school-to-work program which provides an adult-age population with hands-on craft skills training in the building trades. The program enables students to acquire entry-level building skills, so that trades they may qualify for employment in the growing area of single-family and multi-unit building renovation.

The program is guided by an industry advisory council comprised of private sector companies such as *Hechinger's, Oliver T. Carr Company, Sigal Construction* and the *Apartment and Office Building Association*; as well as individuals such as *Bill Regardie*.

The training project will provide two 26-week carpenter/drywall and weatherization mechanic programs, a 47-week housing rehabilitation specialist program, and a 16-week gas/heat maintenance and repair program.

The unique aspect of this program is founded in the combination of: 1) extensive use of lab-shop training modules to ensure that students are able to understand and communicate the concepts, physical skills applications and language of the craft skills; 2) work experience acquired on building rehabilitation and construction sites generated through relationships with organizations involved in these disciplines; and, 3) the counseling and educational support systems afforded the students.

Communications

McKinley High School/Penn Center

The McKinley/Penn Center School of Communications prepares students for careers in communications. Emphasis is given to the services, technical, and mass media aspects of the industry. Private partners in this program include

WUSA Channel 9, American Newspaper Publishers Association Foundation, The Bureau of National Affairs, Communications Specialists of America, Chesapeake and Potomac Telephone, Goldberg/Marchesano and Associates, Inc., Howard University School of Communications, WHUR, MCI Telecommunications, U.S. Government Printing Office, The Washington Times, National Capitol Children's Museum, Signature, A Communications Company, The Washington Post, DCPS-Educational Media Center, Ofield Dukes, Public Relations Counselor, Public Relations Society of America, The Youth Policy Institute.

Students begin to prepare for careers in public relations, marketing, advertising, graphic design, photography, print journalism and video production. Emphasis is given to developing the essential communications skills of writing, speaking, listening, reasoning and critical thinking as well as skills in typing, word processing and computer languages.

Students receive academic and hands-on training to further their education in the field and to enable them to enter the job market with realistic expectations and practical skills.

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Private Sector Steering Committee

American Security Bank; Greater Washington Board of Trade; Capitol Hill Hospital; WUSA Channel 9; Coakley and Williams, Inc.; Control Data Corporation; Donohoe Companies, Inc.; Division of Corporate Involvement, D.C. Public Schools; Electronic Industry Foundation; Greater Washington Financial Institutions Association; General Motors Corporation; U.S. Government Printing Office; National Association of Home Builders, Home Builders Institute; Howard University; Johns Hopkins University; Hotel Association of Washington; IBM Corporation; MCI Mid-Atlantic Division; Medlantic Health Care Group; Morgan Agency, Inc.; Office of Instruction, D.C. Public Schools; PEPCO; Private Industry Council; Russell Reynolds Associates, Inc.; Signature: A Communications Company; Superintendent, D.C. Public Schools; Tuskeegee Airmen, Inc.; The Washington Post; The Washington Times.

Brochure production courtesy of
Potomac Electric Power Company

. . . making a good investment

The private sector and the public schools both seek to improve the quality of education, and recognize a shared responsibility to maintain that quality. In working together through Public/Private Partnership Programs, business/school collaborations are an effective strategy to improve the quality of education and the future work force.

Benefits of the Partnership are

- An integrated curriculum that combines the workplace and the classroom
- Professional development for teachers and administrators
- Educational experiences and opportunities for corporate participants
- Future workers with sound job readiness skills
- A new family of consumers
- A powerful demonstration of the corporation's role as a citizen.

. . . getting results

Commitment to the partnership programs ensures

- A supply of available graduates who will be able to compete effectively for positions in the work place or to enter colleges and universities
- Better informed citizens in the community who participate in a meaningful way
- Safeguards to promote an economically viable community
- A more reality based educational program that reflects the common interests of the schools, businesses, and the community.

The Public/Private Partnership Program in the District of Columbia Public Schools is our investment in the twenty-first century and beyond. The greatest benefit may be a renewed bond between the business community and the school that results in the privilege for each to share in the responsibility of educating our youth.

A SUMMARY: PUBLIC/PRIVATE PARTNERSHIP PROGRAMS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOL

CG 019784

I. Introduction

A. Background

The District of Columbia Public Schools PPP is unique. The primary mission of this partnership is to create a school community bond.

This bond between school and community lives out of a strong commitment to share the responsibility for quality learning.

That commitment is manifested in a series of reality-based secondary education programs. These programs are on the cutting edge of alternative approaches for the delivery of instruction in high school programs.

B. What Is Public/Private Partnership

The Public/Private Partnership Programs in the District of Columbia Public Schools is a collaborative effort between the public schools and the Private Sector Community. The basis for the collaboration is to motivate and support young people to stay in school, graduate from High School, and become a responsible contributing citizen in the community. The major premises of the program are based on the need for students to recognize that school has a purpose and a direct relationship to the world of work.

II. How Does It Work

A. The Public/Private Partnership Programs combine a rigorous and specialized academic curriculum with practical hands on experiences and actual in the "career-field" work opportunities.

The programs focus on career-fields that labor studies indicate high employment opportunities will be available.

Business/Finance; Pre-Engineering; Communications; Health Professions; International Studies; Hospitality; Culinary Arts.

In working together, the Greater Washington Metropolitan Private Sector Community and the D.C. Public Schools recognize that collaborating is an effective strategy to improve the quality of education and to ensure a competent future workforce.

Dr. McKenzie conceived this program in 1981--the first official class began in 1982. There were five industry specific programs.

- o Last year 66 students graduated in the first class of seniors; 150 are expected to graduate this Spring.
- o The Culinary Arts Program is sponsored with matching funds through PIC; completed 5 cycles and has placed an average of 93% of all graduates - this most recent class graduated in August with 100% placement.
- o The PPP Program has grown from just 200 students to just under 1000 pupils. Five programs were expanded to seven school-within-a-school Career-Focused High School Programs.
- o Corporate participation has expanded from 50 partners to nearly 100 multi-national and small businesses universities and other organizations. This includes representation from the Greater Washington Board of Trade.

III. Value In The Program

A. Students/Teachers Participate

Students and teachers benefit tremendously from this kind of an alliance, they:

- o gain valuable work experience in meaningful jobs that relate to their career interest. These are generally paid internships.
- o participate at business sites in seminars; attend corporate institutes and receive special training programs (Eg. Control Data, CIA, General Motors)
- o students develop their own network in the industry for future employment and positive work recommendations.
- o take for credit courses at local universities in D.C. (Eg. Catholic, George Washington, Howard UDC, Georgetown) while still in high school.

- o most graduate with 22½ to 25 Carnegie units rather than the required 20½.

- o work with teachers, counselors, administrator, who receive special training and externships related to program career focus.

- o receive support and experience community leaders as advocates on their behalf.

B. The Corporate Community Participates

In this instance the whole community shares the responsibility for quality learning in the schools. By participating the corporate community can ensure able graduates are available to compete effectively in the work place and/or achieve acceptance to selected colleges and universities of their choice. For the business community a competent worker with a strong work ethic is available.

A more informed consumer is available to purchase supplies and/or services. But more important, as a powerful corporation citizen, each participant has the opportunity to contribute not only to their own well being but they contribute to the highest common good of the society and the community.

III. Why It Works

The D.C. Public Schools PPP works because when our Superintendent, Floretta D. McKenzie - launched this idea; rather than ask for money she asked key CEO's for a long term commitment to the young people in the district schools and a willingness to transform the economic viability of this community.

The results are:

- o top level executives serve on local program business advisory councils.

- o local program chairpersons (BAC) and other top level executives serve on the Superintendent's Private Sector Steering Committee. This committee assists the Superintendent monitor the progress of the partnership across programs and to project and plan new efforts.

These committee members serve as program advocates with the corporate business community and with local and national political structures such as the Board of Education, City Council and the Congress.

They also plan for the continued development of community resources; award scholarships to outstanding students; sponsor special seminars on "How To Finance College"; and, host an annual recognition ceremony for seniors.

The most meaning accomplishment in this relationship is a sense of ownership, the joint ownership, that is shared by all for these programs.

V. Closing

A. An Investment

It's a real investment for all who participate; PPP is a highly motivational program - targeted to keep young people in school and provide them each with work related success.

PPP students have distinguished themselves in district wide and citywide leadership roles. They participate in the National Issues Forums and place high in the National Merit Scholars Program. In 1986, the corporate sector and other organizations awarded nearly $50,000 in recognition awards, scholarships and support to outstanding PPP students. Graduates are currently attending a variety of prestigious colleges and universities.

B. Program Outcomes

In D.C. Public Schools - PPP to our partners mean good education and a dynamic school/community bond. The results are: an educated citizenry; responsible and informed consumers; a qualified labor force; an economically viable community that ensures in life a productive and a "well" society for all citizens.

Patricia M. Harbour, Director
Division of Corporate Involvement

District of Columbia Public Schools
Floretta McKenzie, Superintendent